

Chandler Magnet School Innovation Prospectus

**Submitted to Dr. Melinda Boone, Superintendent
February 1, 2011**

Chandler Magnet Elementary School
Innovation Prospectus

Table of Contents:

Prospectus Certification	Page iii
Public Statement	Page iv
Executive Summary	Page v

I. Mission, Vision, Statement of Need, Primary and Proposed Partners

A. Mission	page 1
B. Vision	page 1
C. Statement of Need	page 1
D. Primary Proposed Partnerships	page 4

II. How will autonomy and flexibility be used to improve school performance and student achievement?

A. Curriculum, Instruction and Assessment	page 5
B. Schedule and Calendar	page 7
C. Staffing	page 7
D. Professional Development	page 7
E. District Policies and Procedures	page 8
F. Budget	page 8

III. Capacity of Applicant Group

page 8

IV. Timetable for Development and Establishment

page 11

V. Measurable Annual Goals

page 11

VI. Required Attachments
Current School Improvement Plan (Worcester Public Schools School
Accountability Plan)

INNOVATION SCHOOL PROSPECTUS CERTIFICATION STATEMENT

Proposed Innovation School Name:	Chandler Magnet School
Proposed City/Town Location:	525 Chandler Street Worcester, Massachusetts 01602

I certify that the information submitted in this prospectus is true to the best of my knowledge and belief.

Signature of Authorized Person_____ **Date December 15, 2010**

Authorized Person Information	
Print/Type Name:	Ivonne Perez
Address:	Chandler Magnet School 525 Chandler Street Worcester, Massachusetts 01602
Phone Number:	508:799-3452
Fax Number:	508-799-8210
Email Address:	PerezIv@worc.k12.ma.us

Public Statement

The Chandler Magnet School, Stakeholders, Leadership Team and partner, Worcester State University have sent in a Prospectus in preparation of an Innovation School Plan Outline for consideration to the Worcester Public Schools Superintendent, Dr. Melinda Boone and the Chief Academic Officer, Dr. Jeffrey Mulqueen.

We have proposed to design a dual language school pilot beginning in kindergarten and first grades. One grade per year will be added each year for the next seven years. The goal is to turn out bilingual and bi-literate students who will be prepared for the demands of a multi-lingual and global society.

Executive Summary

Mission

The Chandler Magnet School is committed to collaborating with our community members and stakeholders as partners to ensure that every child who enters is met with high expectations, motivation and support so that each child's potential is reached. Our goal is that each child will be proficient by the time they leave the Chandler Magnet School at the end of sixth grade. Furthermore, we are poised to provide our students with a rigorous academic route complete with the crucial skills that will equip them to become adept speakers, readers, writers and thinkers, preparing our diverse multi-lingual population for college and career readiness. In addition, we pledge to uphold a culture of collegiality, rigor and accountability for the adult learners in our community, which includes teachers, administrators and support staff. These attributes will allow everyone to successfully navigate our expanding global society.

Vision

The Chandler Magnet School is committed to accelerating the achievement of all students in literacy and mathematics by developing a rigorous academic environment in which all students will meet the standards while all administrators and teachers will collaborate to meet that goal. The social, emotional, and academic needs of our students will be part of the plan conveyed to our school community. The wellbeing of the whole child is our utmost goal.

Chandler Magnet in the Past and Today

For the past three years we have been involved in focus work through **Focus on Results**. The school district provided the time, coaching and expertise to help underperforming schools address their needs in a collaborative and collegial way. Through the focus work, our school formed a leadership team and identified its academic focus based upon years of data and trend analysis.

We knew what our areas of need were based on our data, however we didn't have a consistent plan for implementing the strategies that needed to be employed to support and build teacher capacity as well as target student needs.

Through our focus work we began to see that our collective implementation, collegial conversations and frequent student assessments we were able to change our instruction to meet the needs of our students. We

began by focusing on comprehension through vocabulary development, next we began to work together to improve student writing and finally to develop and score school-wide prompts.

Our focus still continues to be comprehension; however, literacy through reading and writing is our utmost goal. We know that our students need to understand what they read, as well as write what they understand, so that they become better readers, writers, speakers and thinkers. Our entire school is poised to deliver the necessary instruction through collegial support and collaboration to meet the needs of our students. Our goal will be met through the use of grand rounds, collegial conversations and using data to group and instruct our children in the most effective way. We also realize that we can no longer be isolated and disconnected from the school as a whole. Each teacher has a role in educating our children and that the primary teachers are the foundational blocks to deeper content learning in the intermediate grades. The intermediate teachers acknowledge that their role is to support student learning. This support results in students who are responsible for their own learning and are literate and competent students by the time that they leave Chandler Magnet at the end of the sixth grade. Our mission is to make sure that we use our expertise, capacity and resources to provide the services that our students deserve. Their livelihood is in the preparation that we will provide them with at Chandler Magnet.

Chandler Magnet Preparing for the Future

Our intent is to design a dual language school beginning with students in kindergarten and first grades. In Massachusetts, dual language schools have proven more effective in teaching ELL students than either the TBE or monolingual classrooms. In addition, dual language schools increase parental participation among immigrant families and can attract and retain families opting for charter and private schools. Dual language programs also stipulate that there is collegial and collaborative planning between the teachers who will be taking part in the program.

In addition to the dual language program, we propose to strengthen our literacy and language development for all of our students. This will be done by strengthening teacher capacity and frequent monitoring by the school administration and the ILT. Furthermore, we pledge to work more closely with our parents and communicate the school expectations. We further pledge to make parents our partners so that we can better serve their children and our future.

I. Mission, Vision, Statement of Need, and Proposed Partner

A. Mission

The Chandler Magnet School is committed to collaborating with our community members and stakeholders as partners to ensure that every child who enters is met with high expectations, motivation and support so that each child's potential is reached. Our goal is that each child will be proficient by the time they leave the Chandler Magnet School at the end of sixth grade. Furthermore, we are poised to provide our students with a rigorous academic route complete with the crucial skills that will equip them to become adept speakers, readers, writers and thinkers, preparing our diverse multi-lingual population for college and career readiness. In addition, we pledge to uphold a culture of collegiality, rigor and accountability for the adult learners in our community, which includes teachers, administrators and support staff. These attributes will allow all learners to successfully navigate our expanding global society.

B. Vision

The Chandler Magnet School is committed to accelerating the achievement of all students in literacy and mathematics by developing a rigorous academic environment in which all students will meet the standards while all administrators and teachers will collaborate to meet that goal. The social, emotional, and academic needs of our students will be part of the plan conveyed to our school community. The wellbeing of the whole child is our utmost goal.

Each staff member will have the responsibility of holding high standards and expectations for themselves as well as their students. We are particularly committed to accelerating the achievement of those students who have been identified as most in need of improvement (subgroups). We support whole school change in the development of a professional culture that is faithful to improved teacher and administrator practice for the purpose of student achievement. It is our belief that by engaging in high quality professional development, collaborative planning for rigorous instruction, data analysis, evaluation and reflection, all staff will offer our students premium instruction and recognize the importance of their role in the success of each student's achievement. Empowering staff to collaborate, hold collegial discussions and develop focused partnerships will maintain rigorous expectations for themselves as well as their students.

We know that the predominant first language of most of our students is Spanish. While we have a small number of students who have other languages as their first language, our goal is to launch a dual language program that will enrich students who are English dominant and those who are Spanish dominant with the opportunity to learn content and literacy in two languages.

C. Statement of Need

We are aware that a significant number of students in our subgroups show major gaps in our standardized testing data (MCAS).

Recognizing the need for increased academic achievement for the subgroups at Chandler Magnet, as demonstrated by MCAS results, the stakeholders consisting of parents, teachers, administrators and community partners decided that it was necessary to use our current resources and strengths in a different way. Our preferred way of meeting the needs of our school would be to become an Innovation School using the "conversion school model" for the 2011-2012 school year.

We believe that this model will assist us in implementing the best possible research based practices and the best instructional setting for our students. As part of this project we will create an accountability plan that will assist in evaluating the teaching practices that we have put into place. Our rationale is to measure these

against our growth and achievement data. Our data will be collected regularly and the analysis of data will be used to meet the needs of our students and the intended learning outcomes.

We propose launching a Dual Language Program by re-arranging the current structures in our Transitional Bilingual Program (TBE) and monolingual program. The first year's focus will be to offer Dual Language Instruction to the students in the kindergarten and first grades at Chandler Magnet. We have selected a fifty-fifty (50-50) model, which will give students the opportunity to learn content in both languages, while receiving language support in their native languages. It is our expectation that by adding a grade each year for the next seven years, we will have furnished our families the opportunity to experience the gains and benefits attributable to dual language programs including bi-literate and bilingual students. This would provide the parents of our kindergarten and first grade students in the monolingual program the prospect of choosing a dual language track for their child/ren and the opportunity to acquire a second language that is so necessary in our global economy. We will use existing district resources to provide ESL classes and a Spanish class for the parents of the children in the Dual Language program. In Massachusetts, dual language schools have proven more effective in teaching ELL students than either the TBE or monolingual classrooms. In addition, dual language schools increase parental participation among immigrant families and can attract and retain families opting for charter and private schools.

The rest of our entire school will be provided with a strengthened literacy and language program that will prepare our students for living in the twenty-first century and a global society, as evidenced by proficiency on assessments.

Chandler Magnet School serves 490 students in grades pre-kindergarten through sixth grade. The student population is comprised of the following ethnic groups: 65.7% Latino, 18.3% Caucasian, 8.9% Asian, 6.6% African American, and .42% Native American. Of our student population, 84% is eligible for free or reduced breakfast and lunch. The school has the only district-wide Transitional Bilingual Education Program in the city at the elementary level; this program has one hundred and twenty six students enrolled, and makes up 26% of the school population, enrollment increases on a weekly basis. Chandler Magnet also has fifty-five students of varying language minorities in English as Second Language classrooms, also known as "E.S.L. Labs", where students are immersed in English for the entire school day and are taught by certified E.S.L. teachers. Fifteen percent of our students qualify for and receive Special Education services. We are a Title I school and as such we have three intervention tutors and a fulltime Focus Instructional Coach. The Focus Instructional Coach works closely with the Instructional Leadership Team (ILT) and the school administration to prepare the professional development calendar for the year. In addition, the coach helps to facilitate grade level meetings, presents model lessons and offers full-time support and professional development to all professional staff. Our school also has two part-time School Adjustment Counselors, both of whom speak Spanish and help to support student and family emotional and social needs.

In addition to the school population, Chandler Magnet houses three substantially separate district-wide programs. The first is a primary Students Therapeutic Educational Program (STEP) classroom for grades one through three. The STEP classroom currently has eleven students assigned, one teacher, one instructional assistant and limited clinical support. The second program is the Temporary Learning Center (TLC) that serves as a diagnostic placement for special education students in grades kindergarten through six for up to forty-five days. TLC has one teacher, two instructional assistants, one full-time clinician and uses one classroom with a maximum of six children. The third substantially separate program housed at Chandler Magnet is the Academic Center for Transition (ACT), a fulltime program for students with emotional/behavioral special needs in grades kindergarten through six. The ACT program occupies six classrooms and an office space and has an assistant principal that oversees the program, a full-time School

Adjustment Counselor, six classroom teachers and twelve assistants, as well as three full-time clinical staff members. The ACT program has an enrollment of fifty students.

For the past three years the entire school has been involved with the district-wide initiative, *Focus on Results*. As part of our focus work, we formed an Instructional Leadership Team which includes a representative from most grade levels as well as teachers who are in other disciplines such as Special Education and English as a Second Language. The principal, assistant principal and the Focus Instructional Coach are also members of the Instructional Leadership Team. As part of our focus work, the teachers on the ILT, have taken a leadership role by facilitating, setting agendas and managing timelines as part of their leadership responsibilities. The method of moving forward on initiatives has been through consensus and bringing all aspects of our professional development and focus implementation to the ILT for procedural directions. Our Instructional Leadership members have traveled to other areas of the city to view other schools' foci as part of a professional development model for the Instructional Leadership Teams (ILTs). The Chandler Magnet ILT has also participated in summer conferences in the past three years and one out-state conference. We have been working together at grade level meetings to examine and analyze student data and student work. Displayed in our classrooms and corridors are school, grade level, and individual classroom data. This data can be found outside of our classrooms on doors, bulletin boards, walls, and in our coach's office where all faculty and staff have the opportunity to view and ask questions about our data.

In the last three years there has been an increase in our student work displays that are accompanied by rubrics and exemplars. We have added writing to our focus and are currently using the Collins approach to writing. Through this school wide use of the Collins program we saw an increase in our MCAS open response scores at all tested grade levels. Due to the large numbers of second language learners in our school represented in the mainstream as well as the TBE, we have included strategies for ELL students as part of our professional development plan.

To assist us in our plan to accelerate learning for second language learners, the school district has provided Chandler Magnet with an additional computer lab and a teacher so that our students can participate in *Fast ForWord*, a research based program that supports phonics and literacy. The *Fast ForWord* Lab opened in the fall of 2010 and our students have shown an increase in phonemic awareness as demonstrated by their scores on the *Fast ForWord* assessments and teacher anecdotes. Additionally, the kindergarten teachers and students will be piloting the program, "Headsprout" for early literacy building.

The district has also provided us with initial professional development in Visual Thinking Strategies. It is currently being piloted in the art classroom. This program uses images to elicit oral responses as a precursor to writing. More training will be forthcoming and the entire school will be using this strategy as a way to build background knowledge, help students draw inferences and increase their vocabulary skills in the context of reading and writing.

Through targeted professional development in the area of technology, the district ELL department will continue to provide assistance to the teachers in both the TBE and the E.S.L. Labs. Teachers will attend forty hours of training this year to be able to build confident and capable of using computers as part of every day teaching. They will also be trained in the use of a Smartboard® that was provided to the school for the Transitional Bilingual Program and the E.S.L. Labs. Two grade levels are currently using the Smartboard and by the end of the year the rest of the TBE and ESL teachers will be trained to operate and use the Smartboard to enhance their lessons and engage students in a variety of content areas. Moreover, the district purchased three Elmo machines that are being piloted in several grades. The rest of the staff will

learn to use the Elmo machines and it has been implied that a few more will be available for use by Chandler Magnet teachers for the following school year.

The school has been working on building community both inside and outside of the classrooms; for example, our mornings start with a school wide assembly in our playground or gymnasium (during inclement weather) where students salute our flag and recite the “Pledge of Allegiance”. This is accompanied by the singing of patriotic songs. Following the daily morning assembly students report to their homerooms and teaching begins right away. There are no interruptions via the intercom during the day and our block schedule is adhered to with fidelity to the extent possible. Our school uses Positive Behavior Intervention Supports (PBIS) as a reward and behavior intervention model. The assistant principal, along with a cadre of teachers plan monthly reward ceremonies and set the agenda for the monthly “cool tools.” The cool tools focus on areas of need – such as behaviors in common areas, walking in lines, safe bodies, etc. Our students and families are well versed in this program and our office discipline referrals in the common areas have decreased by at least sixty percent. In addition, the classroom teachers with support from our PBIS team and the School Adjustment Counselors teach the Second Step curriculum. This curriculum focuses on tolerance of differences, positive social interactions to create an environment that is free from bullying and is tolerant and respectful of diversity.

The school formed a stakeholders group at the end of June in 2010 in order to address the growing need for improved and increased student achievement. The group is comprised of parents, teachers, school administrators, district administrators, a school committee member and community members/partners from Worcester State University. This group met monthly throughout the summer to put together a plan of action for the current school year. The stakeholders group unanimously supported the creation of a prospectus in preparation for applying for Innovation School status. While we feel that the current district materials and district planned professional development to be quite useful, we feel that we need to tailor materials and professional development to meet the unique needs of our school. Therefore the autonomy to use the school budget in a more flexible manner as well as enhancing the current schedule will give rise to the changes that we propose to implement.

D. Primary Proposed Partnerships

The identified partners at this time are the Education Department and the Latino Education Institute (LEI) at Worcester State University. The proximity of Worcester State University makes them an ideal community partner and facilitates reciprocity in order to share resources. Over the past three years the LEI has worked with ninety-five families from Chandler Magnet School. The students participate in the after-school program and the parents go to the college one evening per week to learn computer skills, have dinner, write resumes and take ESL classes. Childcare and homework help for school age children is available.

The Education Department at Worcester State University (WSU) has been in a long term, collegial partnership with the Worcester Public Schools and Chandler Magnet School for the past fifteen years. Through the leadership of the Education Department Dean, Dr. Elaine Tateronis, and input from several professors, the Education Department at Worcester State University has been providing a variety of professional opportunities for the staff at Chandler Magnet. In addition, there is a Clinical Professor (Teacher in Residence) opportunity offered for Professional Development Schools (PDS) including Chandler Magnet. Over the years, courses have been taught in the school building with college students providing direct assistance in Chandler Magnet Classrooms. Chandler Magnet takes part in the rounds which are conducted in the various PDS schools. During our turn, we provide a twice yearly in-service for practice teachers in strategies for second language learners. The sessions are facilitated by the principal,

teachers from the Transitional Bilingual Program, the English as a Second Language Labs and their students. The Chandler Magnet School in turn provides a teaching environment that accepts and helps to train student teachers and interns from Worcester State University. In some instances, the university has supplied paid work study students and volunteer interns as tutors in selected classrooms.

The university has pledged to continue this partnership with a focus on literacy through the education department staff, faculty and students. Investigations are underway to determine if college level Language Arts classes for WSU can be held in part at Chandler Magnet School. Increased professional development offered by WSU for the faculty at Chandler Magnet School is also being explored.

The University's Student Education Association has focused on the library at the school and has plans to upgrade and renovate this space and increase the number of quality literature titles to add to its current collection. The LEI has also pledged time resources and the continuation of the joint after-school program currently being housed at the college for a cohort of forty plus students. The World Language department, paired with the LEI will explore the strengthening of the delivery of English language support through professional development for Chandler Magnet Staff. The focus of Worcester State University is to support Chandler Magnet in effective ways via a variety of sources on the campus, but especially through the LEI and Education Programs at the university.

In addition to the college partnership, we will continue to be supported by the district in a variety of areas, including teacher content institutes and ESL and Spanish language classes provided by the school department ELL office.

II. How will Autonomy and Flexibility Be Used to Improve School Performance and Student Achievement?

The Chandler Magnet School will employ the current staffing, budget, as well as district and state mandated assessments. We will be using our budget in ways to support the needs of the Chandler Magnet School with independence over the materials that will be ordered separate from the district if the situation demands it. Our budget will be used independently to support the unique needs of Chandler Magnet School.

While we will adhere and teach with fidelity using the Common Core Standards as mandated by the State of Massachusetts, we plan to supplement or use alternate materials as identified by our student data, Instructional Leadership Team, coach, and district curricular staff to support our students and their learning needs. We intend to support one another as we use student data, teacher capacity and expertise to meet the needs of our students. Teacher grade assignments will be determined by individual teacher's strengths and expertise.

Our professional development will be centered on our focus areas and our school vision and mission. We intend to prepare our students to be competent citizens that will have the skills to meet the demands of the twenty-first century and be prepared for college or career. In addition, we will strive to continue building the professional capacity of our school leaders and our classroom teachers and staff. This will be done by continuation of the grade level meetings and building a strong community bond with our students and their parents. Through the use of the current school calendar and the boundaries of the union contract, we will establish professional learning communities that will support teacher, student and administrator capacity.

A. Curriculum, Instruction and Assessment

The use of autonomy in both scheduling and the distribution of resources will help us to continue small group instruction, flexible grouping and intervention strategies for all of our students. Through the

formation of a dual language school, beginning with a kindergarten and first grade pilot, students will receive instruction in English for fifty percent of the day and in Spanish the other fifty percent of the day. Longitudinal research has proven that students with a strong base in their first language are more successful in learning a second language. That is why we are prepared to strengthen the literacy focus in all classrooms for all grade levels.

Each group of students in the pilot classrooms will have instruction from two teachers, one native Spanish speaker and one native English speaker. The teachers will work collegially and share responsibility for teaching the core subjects, literacy, mathematics, social studies and science. Teachers are equal partners in the classroom and share the responsibility of planning together so that a cohesive curriculum is presented using the Common Core Standards.

Through the use of integration, the instruction will feature plentiful opportunities for the students to practice language with each other. The goals of the Dual Language Program will be to generate bi-literate students and content area achievement at or above grade level.

In the Dual Language Program at Chandler Magnet School we will aim to keep the class sizes small with no more than twenty two students where feasible. In addition we will plan ongoing professional development that will be accessible to teachers beginning in the summer of 2011.

For our special education subgroup we will continue to address the needs of our students in both inclusion and pull-out services consistent with the mandates of student Individual Educational Plans (IEPs). We intend to strengthen the delivery of literacy and language development at all grade levels and programmatic disciplines. This will be done by implementing school wide strategies as well as ESL strategies designed for second language learners. Since a large majority of our students in Special Education are bilingual in English and Spanish, it would warrant the use of these strategies while meeting the demands of students' IEPs. In addition, Research shows a positive relationship between free reading and gains in reading achievement (Krashen 1993). Therefore, a recreational home reading program will be put into place to support our commitment to accelerating literacy for all students.

Using our current staffing we will re-adjust the School Adjustment Counselors' schedules and PBIS support for teachers in order to meet the social and emotional goals of our students. We will continue to use district support to include Wrap-Around services as needed by our students and their families.

Our classrooms will be organized by one grade level as much as possible. Although split grades can be challenging, creating small flexible groups, providing intervention, support and using research based strategies will help to alleviate that particular challenge. We will continue to explore how the block scheduling can be maximized so that students are given the time to receive core instruction and the various interventions needed at multiple levels, for example students who are achieving faster than their peers may receive a more challenging and rigorous course of instruction within his or her classroom.

Chandler Magnet will use the entire district and state mandated assessments such as the DRA, Dibels, MAP and MCAS. However, through high expectations, grade level collaborations, and teachers supported by the Focus Instructional Coach, data will be collected, and analyzed in order to track student progress. Writing samples (both school wide and grade level), running records and fluency checks will also be collected and analyzed. The teaching staff at Chandler Magnet School is committed to changing instruction to meet the needs of their students based upon student data to meet the academic needs of their students. Teachers will continue to be involved in collegial conversations, professional development, peer observations, and

planning that will improve practice and accelerate students. Backwards design to plan lessons and units will also be implemented to improve standards based instruction and assessment.

B. Schedule and Calendar

Through our block scheduling we will sustain an uninterrupted literacy and mathematics block to allow for interventions and differentiation. Our goal is to provide teachers with increased collegial time and professional development in high needs areas. The after-school program that is sponsored by the Latino Education Institute (LEI) and the Worcester Public Schools English Language Learners (ELL) Department serves approximately forty five students. Additionally, the LEI has pledged to work with the ELL department to run an English Language Learners (ELL) summer camp that will focus on literacy and math over the summer months.

We will adhere to the state mandated 900 instructional hours and the same number of contractual school days as mandated by the Worcester Public Schools. We will explore the possibility of staggered times for staff members.

C. Staffing

While we expect that our staffing will remain constant in number, resource allocations will determine the actual number of teachers and other staff. If our numbers continue to grow over the coming months, we expect that additional staff will be assigned to Chandler Magnet. Our current staff is committed to providing our students with the best instruction that includes research based strategies, appropriate materials and the continual use of data to change instruction. Our staff is also committed to making the necessary changes in classroom instruction in order to provide the most effective ways to make student achievement gains. In addition, through grade level meeting time we will plan to meet the needs of our students by using data and assessment. Collegial rounds and conversations are also a part of our commitment to Chandler Magnet and our mission to provide our students with an education that will provide them with the skills that will propel them to college or career.

D. Professional Development

Our professional development will continue to be ILT led and data driven to bring our students to proficiency by the time they leave Chandler Magnet in the sixth grade. This current school year, we continue to use a book study as a way of increasing collegial conversations and building staff expertise. Our entire staff has been reading the book, Tools for Teaching. Teachers and instructional assistants have worked together to present and facilitate chapters of the book during our faculty meetings which are dedicated to professional development.

The principal and assistant principal have been working on a book study as part of their personal leadership plan using the book, Teach Like a Champion, by Lemov. Working as a team both administrators have shared books that will help support teacher observation and supervision. The other book currently used this year is Strategies that Work by Harvey and Goudvis.

In addition to science and social studies professional development that is provided by the district, the needs of staff were taken into account and a ten hour mathematics content institute was requested last summer. Teachers who teach in third through sixth grades and teach mathematics were selected and did participate in the training. We expect that we will also provide a content institute for our primary teachers as the school funds permit. The selection of the teachers in grades three through six was precipitated by the change in grades of most of the intermediate teachers as well as the obvious need for MCAS preparation for teachers

in those grade levels. The Focus Instructional Coach also attended the mathematics institute and met with teachers during grade level meetings to debrief the information. The teachers that attended the institute reported the value of this support and are working with the coach to implement and incorporate their new learning into a change in mathematic instruction. This institute was planned and facilitated by the district Mathematics Liaison, Daniel Case. Further discussions are in place to provide continuous mathematics support for teachers at Chandler Magnet as we move from the Curriculum Frameworks to the Common Corer State Standards.

E. District Policies and Procedures

The Chandler Magnet School will operate within the district and state policies and will exercise autonomy in the areas of budget, schedule and professional development as granted by the Innovation School Design. The ILT and the Stakeholders group will continue to be part of the governance of the Chandler Magnet mission and vision.

F. Budget

Due to tremendous challenges in the state budget, schools and school leaders must work within the confines of the monetary constraints. However, due to the Innovation School Design, we will opt to use our discretionary budget to provide the necessary materials and support for our student population. The English Language Learners Department as well as other district systems will guide Chandler Magnet in operating within their budgetary means to provide for student needs, while granting the Instructional Leadership Team the autonomy that is permissible through the Innovation School Design. The district will continue to provide Chandler Magnet with the resources necessary to address school-wide needs and the support for any district programs that are housed at Chandler Magnet.

III. Capacity of Applicant Group

For the past three years our professional teaching staff has had the opportunity to participate on the Instructional Leadership Team through invitation and desire to serve. Our faculty has pledged dedication to improving our students' academic achievement and embrace the design of a quality education for all of our students. Through high expectations for themselves and for our students the Chandler Magnet School adults will make the research based necessary changes and work towards a collaborative school plan.

The applicant group came about through the leadership of the Chandler Magnet School Instructional Leadership team as well as the school principal. Noting that our AYP status and trends resulting from years of MCAS outcomes that did not show intended and expected results, the principal met with members of the district leadership, attended several community meetings that outlined the needs and responsibilities of all staff in state identified Level Four schools in the district and state. The principal projected that we should operate as if we were a Level Four school by first forming a *Stakeholders group* that would include ILT members, parents, Chandler Magnet teachers, community members and members of the district office as well as a school committee person. Although Level Four schools receive additional supports from the district and state, we proposed to use the expertise of each teacher, staff member and administrators within our school to focus on our areas of need. Receiving research based suggestions for improvement from district administrators; we decided to proceed with our prospectus.

The support for creating a stakeholders group was overwhelmingly evident. The group met several times throughout the summer and continues to meet monthly to serve as an advisory to the Instructional Leadership Team and the principal. The group unanimously agreed that a prospectus should be written and that if approval by the screening committee should be realized, the group would meet to help write a more detailed account of the prospectus that would be presented as a plan to the entire Chandler Magnet faculty and staff.

The Principal, Ivonne Pérez, drafted the initial outline of the prospectus and has had editing help starting with the partners from the Education Department at Worcester State University and the Latino Education Institute (LEI). Dr. Elaine Tateronis from Worcester State University and MaryJo Marion from the Latino Education Institute were on hand to assist in authoring sections of the document. The partners from the Worcester State University Education Department, led by Dean Elaine Tateronis are well versed in literacy development and language support. This is coupled by the expertise held by MaryJo Marion, Director of the LEI, in the education and support for second language learners.

Our in-house editing support has been from Kathleen Ivanowski, the Worcester Public Schools Art Liaison, Christina Guertin, Assistant Principal and Kelly Magowan, Focus Instructional Coach.

The principal, assistant principal, Focus Instructional Coach and the Leadership Team have been working together as a collaborative team for the past three years. Through the joint participation of the members of the ILT and the collegial conversations that are ongoing at Chandler Magnet School, there have been many changes in the way that professional development is delivered. The commitment of the staff has become more evident and the level of enthusiasm has grown. Through the improvement of communication, modeling and implementation of strategies and consistent school-wide implementation of strategies we have seen improvement in our student growth data. Although the growth is not happening as quickly as we had expected, we are striving for at least a year and a half worth of progress for our students who are experiencing gaps in their achievement as evidenced by the MCAS.

The principal made grade level changes based on student enrollment and staffing through the teacher assignment formula that is used by the district to assign numbers of teachers to schools. Furthermore, the decision by the principal and ILT to increase the intervention support at the primary levels stemmed from examining our data and noting that the gaps were becoming more evident by the time students reached grade three and then were expected to take the MCAS at the end of the school year. The students were not entering each grade level with the expected skills therefore making it a challenge for students to reach the expected outcomes for each grade level assessments. This presents a challenge for teachers as well; they have to make certain that their students make at least one year and a half's worth of growth each year beyond second grade. Through the use of small group instruction, differentiated instruction and targeted interventions students have made gains. However, they have not been as pronounced as was expected.

Through grade level meetings, consistent school wide implementation of strategies, and examination of student data, teachers have recognized the need to increase rigor in their classrooms to help students achieve increased academic growth. The principal, as well as the teaching staff have also recognized the need for ongoing professional development and support of all staff so that effective instruction is taking place during the entire school day. Bell to bell instruction has been a topic of recent concentration at Chandler Magnet School and the teachers have outlined the characteristics of what learning looks like from student arrival to dismissal each and every day. The monitoring of the implementation, the beginnings of grand rounds and

the examination of student work will help us to realize that we must continue to have high expectations of our students and prepare them for the gradual release of responsibility for their own learning.

We believe that the current leadership at Chandler Magnet School, including the principal, assistant principal, Focus Instructional Coach, ILT and Stakeholders group have the capacity, expertise and desire to design, implement and sustain an Innovation School. The teaching staff has demonstrated a commitment to change instruction and continue to increase their capacity in order to meet the needs of a diverse school that has diverse needs. This year, especially, teachers have been expected to examine their own practice, have adhered to the Massachusetts Frameworks as their curriculum and use the district provided materials as tools. This has been done in preparation with the gradual move to the use of the Common Core State Standards for daily instruction beginning in January.

The professional teaching staff also commits to working collegially, leading to the preparation of every aspect of their classroom lesson planning and delivery. We acknowledge that teaching cannot be done in a vacuum and needs to be transparent with every assignment and every activity being part of a larger objective to increase student achievement. Equally, we recognize that the principal, assistant principal, Focus Instructional Coach and ILT will help to monitor and assess practice as outlined in the teachers' contract.

The role of the principal as leader, learner and coach will be expanded by continued involvement in professional development and the adherence to meet the district goal of spending at least fifty percent of her day in classrooms to observe instruction and student learning. The role of the assistant principal will also include time in classrooms observing teachers and students, as well as continuing to provide support to teachers in the area of effective classroom management by the use of PBIS and through the support of the PBIS targeted team. Most of the teachers at Chandler Magnet hold advanced degrees and participate in school based district mandated professional development. The English Language Learners Department provides district-wide professional development in the Categories for Teaching English Language Learners. This year professional development in technology is offered to the teachers in the Transitional Bilingual Program and the ESL Labs. The expectation is that once the TBE and ESL staff members are trained, they will be able to demonstrate the use of the technology in their classrooms and help to train other staff during professional development opportunities at the school.

Given the current staffing and space resources, we believe we have the capacity to convert into an Innovation School. We recognize that all adults in the building will participate in all professional development that is designed by the ILT and school leadership as well as to prepare our students for the demands of the MCAS and all scheduled district assessments.

We expect that we will continue to implement those *characteristics of high achieving schools* that require that the school have an *academic focus*, evidence of charts, graphs, tables *displaying student achievement*, *frequent assessment of students* and *discussion of continuous student improvement*, an *emphasis on writing* and *collaborative scoring of student work by teachers*. Our teachers are to be commended; last year's writing initiative helped our students make gains on the Open Response questions on the MCAS. This was most evident in the fourth and sixth grades. We have been working on some of these areas and pledge to support our adult learners with the professional development needed to build capacity in all of these areas. There has to be a commitment to having students learn the standards to mastery rather than moving on when they are still struggling. The students and parents will know that our teachers will provide them with multiple opportunities to improve their performance. The principal, assistant principal and the ILT will

assist in the implementation, frequent monitoring and assessment of best practices to enhance teacher effectiveness.

IV. Timetable for Development and Establishment

Through the work with our Innovation Plan Committee we have begun to work on our deadlines. The committee has been chosen as required by the Innovation Plan guidelines and the teachers' union. This will include a professional development calendar, district, state and teacher created assessment schedules, focus on second language learners, the offering of a dual language program for majority and minority speakers of English and their families, special education and inclusion planning and the continuation of an ILT and a Stakeholders Group. According to the DESE Innovation School Time Line, our projected date the completion of our plan is February 28, 2011. The plan will be presented to the faculty on March 1, 2011 and voted upon prior to March 21, 2011. The plan will be submitted to the Worcester Public School Committee by March 31, 2011 or prior as requested by the Superintendent of Schools. The projected dates for the Public Hearings and School Committee Authorization are April 7, 2011 and April 27, 2011 respectively. These dates are based upon the Innovation School Time Line that is part of the Innovation Design Application.

V. Measurable Annual Goals

We will be held to the same standards as all of the Worcester Public Schools and we will use our School Accountability Plan (SAP) to focus on our goals for improved academic outcomes. We will use our SAP objectives to measure our progress in both MCAS results at the end of the year, student growth in district assessments as well as tracking our student progress through our SMART(e) goals. The areas of monitoring will include but not be limited to academic outcomes, increased achievement for second language learners, greater inclusion for special education students, deeper understanding and support for our professional learning communities, family recruitment and engagement and collaborative opportunities with our outside and internal partners (Worcester State University and Worcester Public Schools).

We will continue to monitor student attendance by working with students, parents, teachers and accessing court intervention if necessary. The school will continue to train teachers in PBIS, work with students and parents to ensure that we have a safe and orderly environment where all students are safe and discipline in all areas is evident. Furthermore, we will continue to hold quarterly meetings divided by primary and intermediate levels to remind the students the opportunity to keep informed about school rules and policies. In addition we will continue to recognize student work and behavior through school ceremonies and PBIS celebrations.

We will communicate frequently with parents to keep them informed about of all aspects of our programs at Chandler Magnet. We pledge to partner with parents by inviting them to visit classrooms, ask questions about their individual child's data as well as interpret what the data demonstrates. We will continue to hold monthly Stakeholder/School Council, PTO and informational meetings so that our parent base is empowered and informed.

VI. Required Attachments

Current School Improvement Plan (Worcester Public Schools School Accountability Plan)